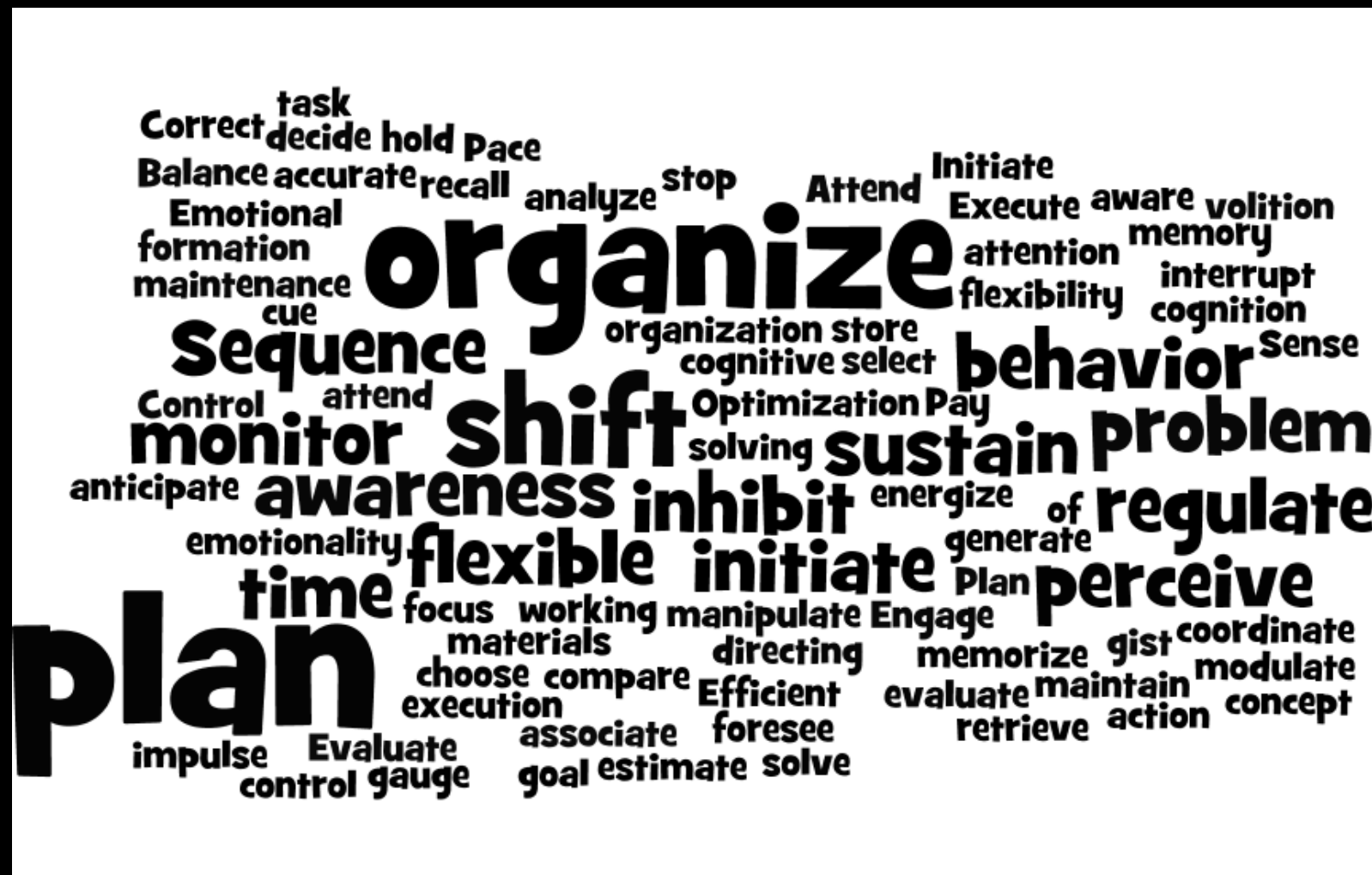
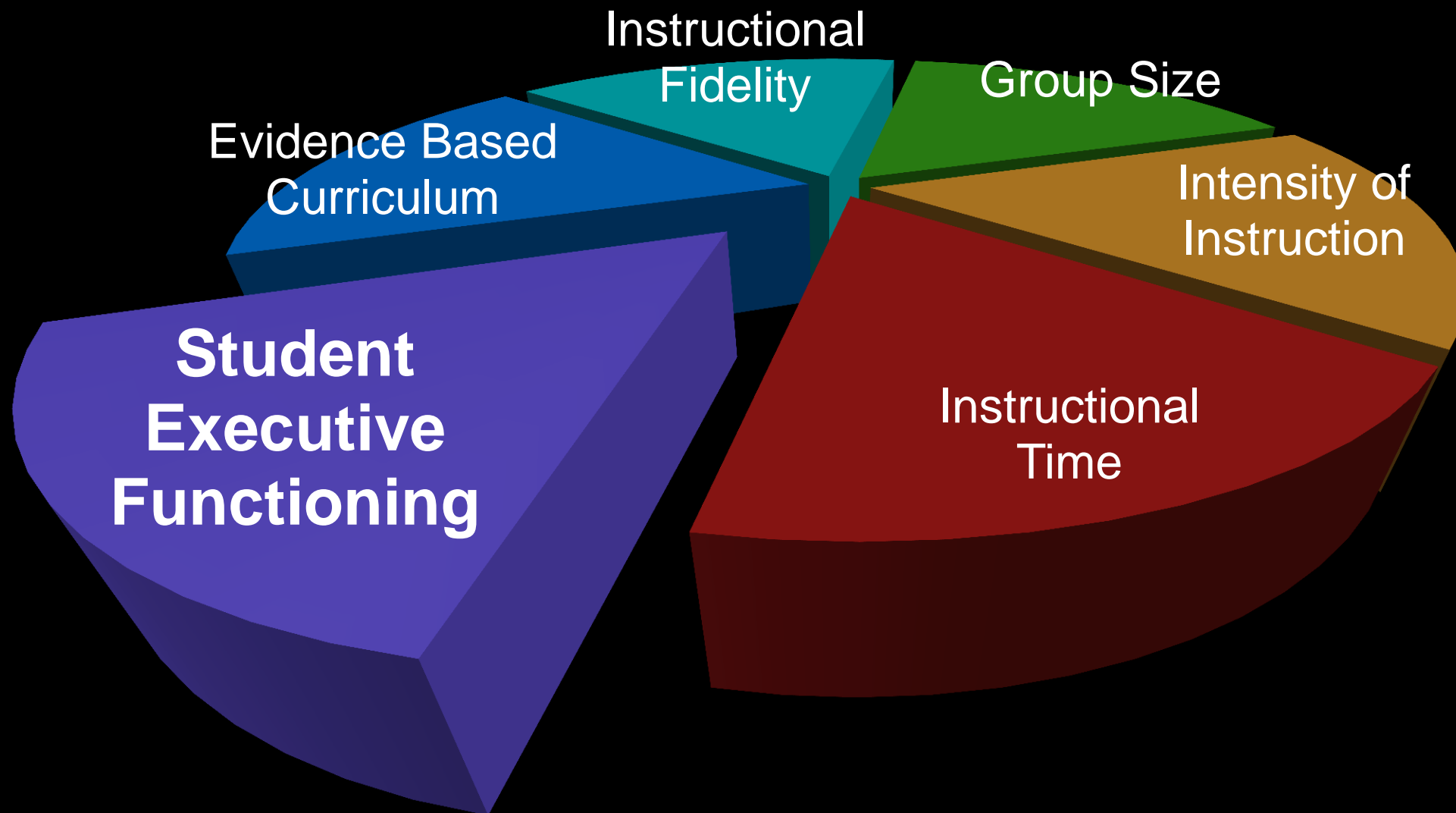


I Don't Remember It, I Can't Find It, I Didn't  
Turn It In: What Could Be Stopping  
Your Bottom 25%?



# Executive Functioning Strategies to Increase Student Success

# Factors Influencing Academic Results



Look at the chart and say the COLOR not the word

**YELLOW BLUE ORANGE**

# What are the Executive Functions?

**“Executive function is a set of mental processes that help connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space.” – National Center on Learning Disabilities (NCLD)**

**“The deliberate, goal-directed control of behavior.”**

Philip David Zelazo  
University of Minnesota

# EF is not:

- A diagnosis
- A disorder
- An agreed upon definition
- An agreed upon set of components

Executive Dysfunction may be associated with:

ADD

ADHD

Autism SD

Bipolar Disorder

Depression

Learning Disability

Some medications

Acquired Brain Injury: TBI,  
CVA/Stroke, Seizure Disorder

Also, every kid you've ever known.

# Executive Functions

```
graph TD; EF[Executive Functions] --> AA[Arousal and Activation]; EF --> SA[Sustain Attention]; EF --> WM[Working Memory]; EF --> PO[Planning<br/>Prioritizing<br/>Organizing]; EF --> I[Inhibition]; AA --> TA[Time Awareness]; SA --> GGP[Goal Directed<br/>Persistence]; WM --> SF[Shifting and<br/>Flexibility]; PO --> SMM[Self Monitoring<br/>Metacognition]; I --> ESC[Emotional<br/>Self Control];
```

Arousal and  
Activation

Sustain  
Attention

Working  
Memory

Planning  
Prioritizing  
Organizing

Inhibition

Time  
Awareness

Goal Directed  
Persistence

Shifting and  
Flexibility

Self  
Monitoring  
Metacognition

Emotional  
Self Control

# How did you get here on time today?



perceive, plan, initiate, execute, pace, manage time



# What if there was construction on the way?



shift, flexible, retrieve, choose, initiate

You have to get dinner on the table by  
6:00 PM!



perceive, plan, choose, gauge, initiate, execute,  
pace, manage time



Someone cuts you off in a traffic lane: What keeps you from yelling “#\*\*#!#%#!!!”?



inhibit

The clock is ticking loudly in the den  
while you are reading a book,  
but you don't hear it. Why?



focus, sustain

You accidentally bump into someone and apologize. Why?



perceive, check, correct

You walk into a funeral service and  
immediately begin speaking in a whisper.  
Why?



perceive, modulate

**We all know people who are  
intellectually “able” but unsuccessful in  
college...**



## KEY COGNITIVE STRATEGIES

### PROBLEM FORMULATION

- Hypothesize
- Strategize

### RESEARCH

- Identify
- Collect

### INTERPRETATION

- Analyze
- Evaluate

### COMMUNICATION

- Organize
- Construct

### PRECISION & ACCURACY

- Monitor
- Confirm

think

## KEY CONTENT KNOWLEDGE

### STRUCTURE OF KNOWLEDGE

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

### TECHNICAL KNOWLEDGE & SKILLS

- Challenge level
- Value
- Attribution
- Effort

know

## KEY LEARNING SKILLS & TECHNIQUES

### OWNERSHIP OF LEARNING

- Goal setting
- Persistence
- Self-awareness
- Motivation
- Help-seeking
- Progress monitoring
- Self-efficacy

### LEARNING TECHNIQUES

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology

act

## KEY TRANSITION KNOWLEDGE & SKILLS

### CONTEXTUAL

- Aspirations
- Norms/Culture

### PROCEDURAL

- Institution choice
- Admission Process

### FINANCIAL

- Tuition
- Financial Aid

### CULTURAL

- Postsecondary norms

### PERSONAL

- Self-advocacy in an institutional context

go



What does Executive  
Dysfuntion  
look like in the  
classroom?

# Executive Functions allow students to:



...generate strategies

...solve novel problems

...sequence  
complex actions

...modify behavior in  
light of new information

She does the work, but  
never turns it in.

He constantly blurts out  
answers in class.

Her desk/backpack is  
such a mess!

He starts every writing assignment at the last minute and never has time for revision.

I have to tell him how to  
do the same math  
problem a million times!

He can do the work- but  
he can't seem to get  
started on his own.



He takes everything so  
personally!

She is honestly  
surprised to find out  
she is getting an F!

She has all these great ideas but can never get them down on paper.

What it REALLY  
looks like...



PROBLEMS OFTEN LOOK  
OVERWHELMING AT FIRST.



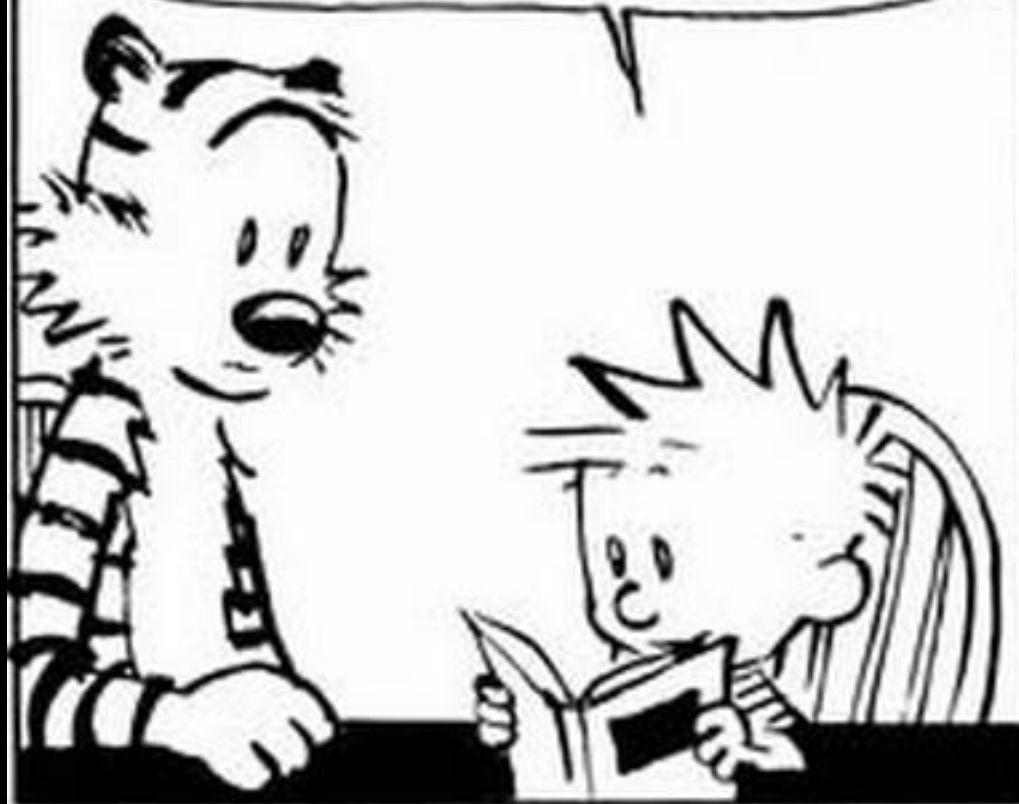
THE SECRET IS TO BREAK  
PROBLEMS INTO SMALL,  
MANAGEABLE CHUNKS.  
IF YOU DEAL WITH **THOSE**,  
YOU'RE DONE BEFORE YOU  
KNOW IT.

© 1993 Watterson Distributed by Universal Uclick





FOR EXAMPLE, I'M SUPPOSED  
TO READ THIS ENTIRE  
HISTORY CHAPTER. IT LOOKS  
IMPOSSIBLE, SO I BREAK  
THE PROBLEM DOWN.





YOU FOCUS  
ON READING  
THE FIRST  
SECTION?

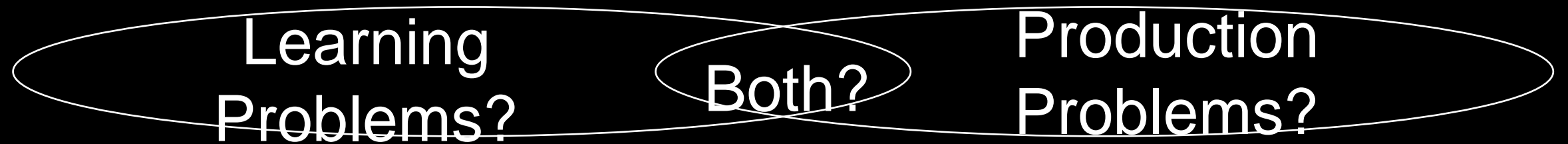
I ASK  
MYSELF,  
"DO I EVEN  
CARE?"



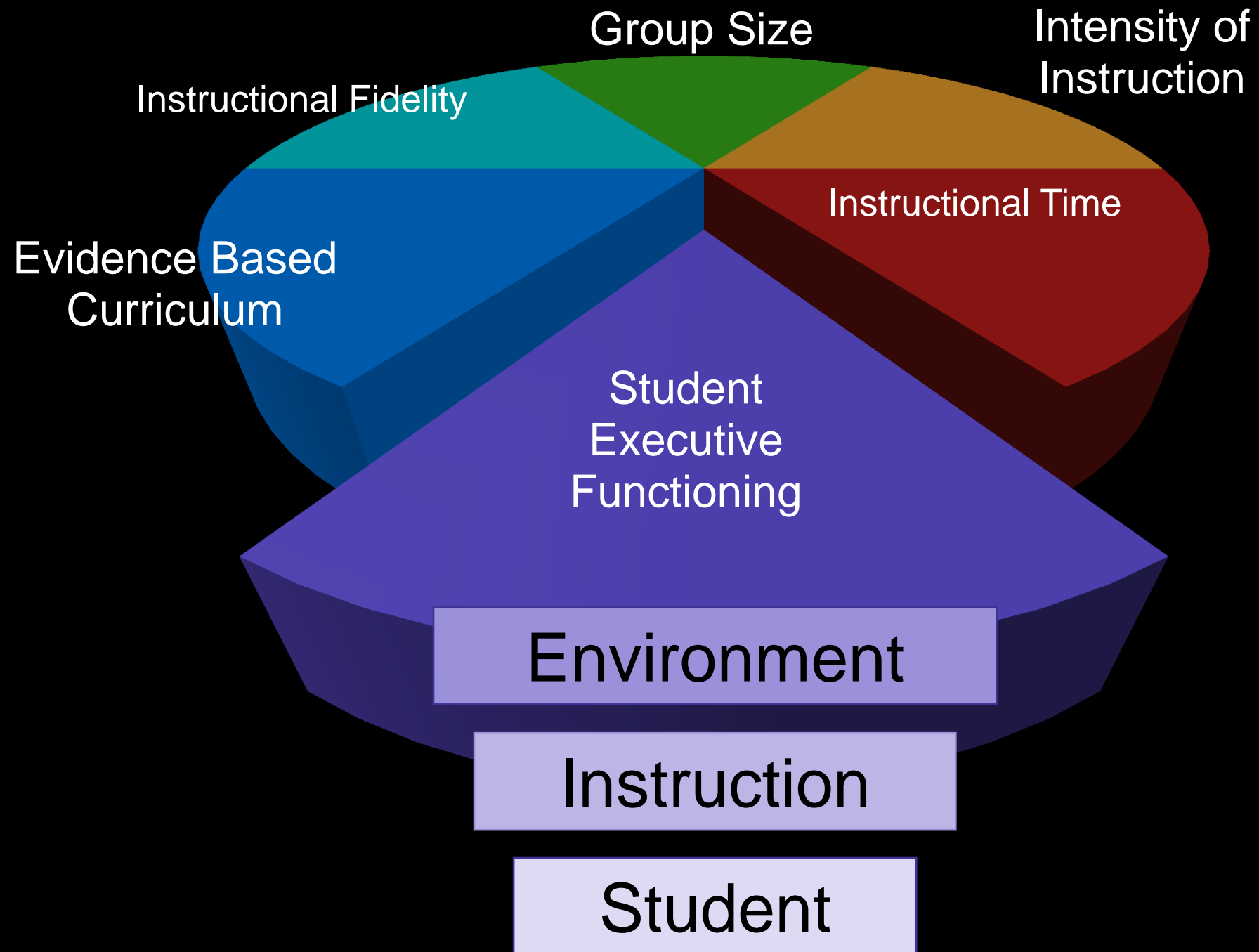
1-11

WATTERSON

# Determine the Impact



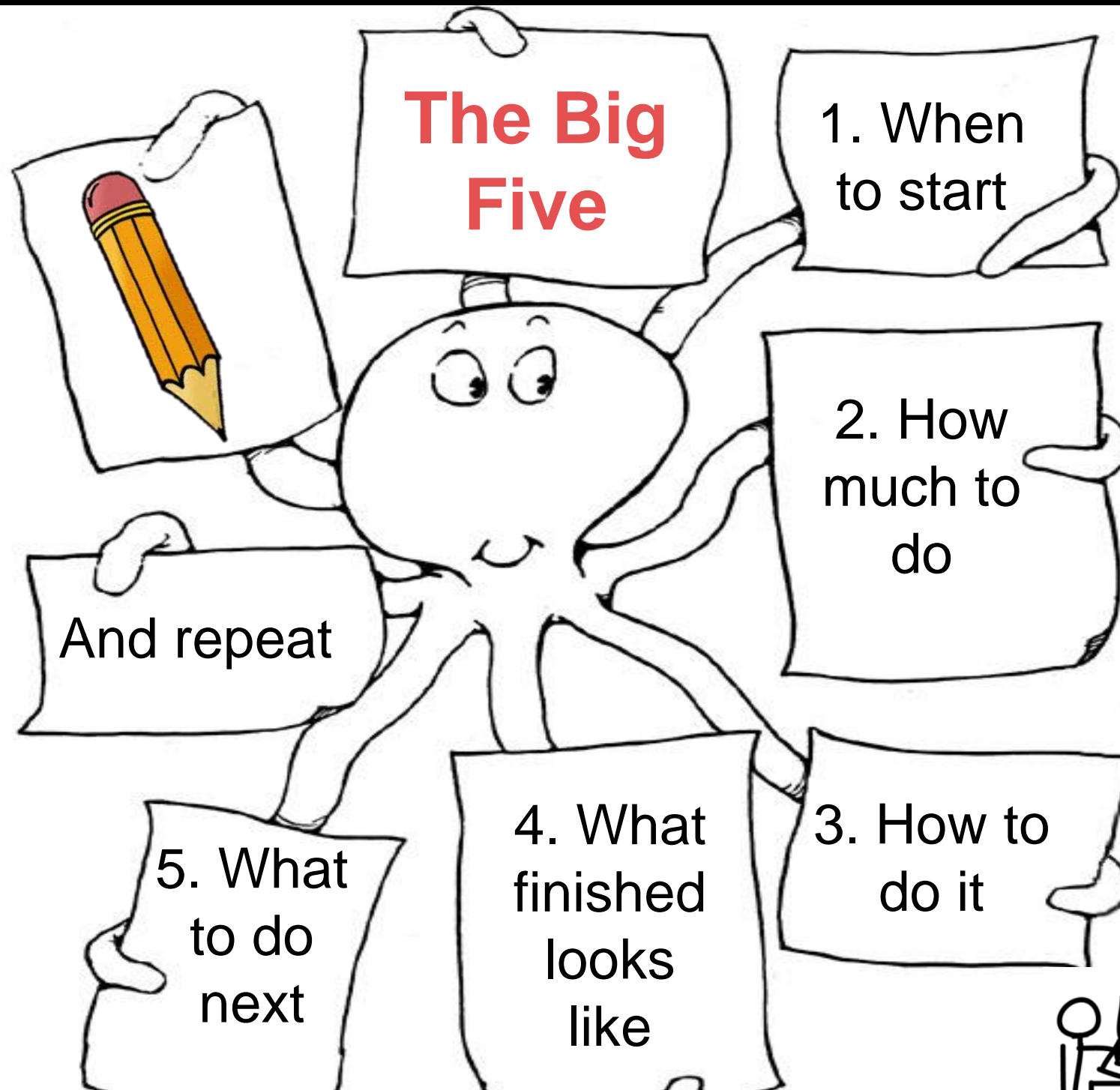
# Executive Functioning Supports



# Environment



# Instructional Delivery



# Student Specific Interventions

Learning problem?

Production problem? Both?

Planning-Organization-Time  
management-Response

Inhibition-Emotional Control-

Sustained attention-Task

Initiation-Flexibility

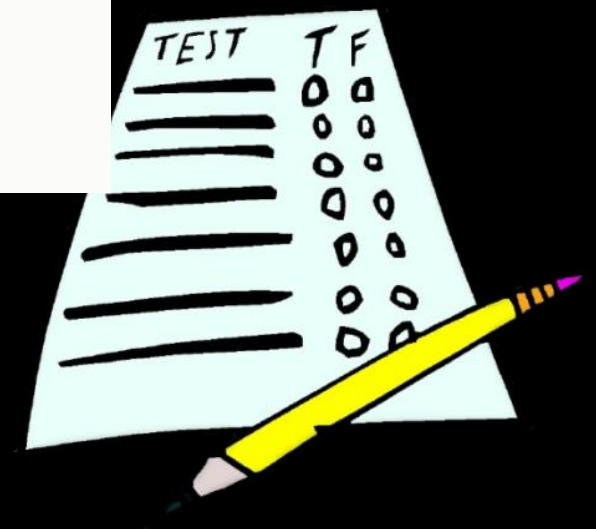
Observations to formal  
assessments





# Assessments of EF

- Behavior Rating Inventory of Executive Function (BRIEF)
- Continuous Performance Test (CPT)
- Das-Naglieri Cognitive Assessment System (DN: CAS)
- D-KEFS (Delis Kaplan Executive Function System)
- Kaufman Assessment Battery for Children – Second Edition (KABC-II)
- NEPSY-II A Developmental Neuropsychological Assessment (NEPSY-II)
- Neuroprocessing Concerns Checklist (NPCC; Miller, 2007)
- Test of Everyday Attention for Children (TEA-Ch)
- Test of Memory and Learning (TOMAL)
- Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)
- Wide Range Assessment of Memory and Learning – Second Edition (WRAML-2)
- Wisconsin Card Sorting Test (WCST)
- Woodcock Johnson III: Tests of Cognitive Abilities (WJIII: COG)



# Self Assessment of EF Skills

## Results for each Category:

Sequential Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Prioritization Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Temporal Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Spatial Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Categorical (Semantic) Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Attention Organization Problems*	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.

\*If attention is the major area, regardless of its number score, start trying to deal with it first. It always affects the other categories of organization problems.

Onion Mountain Technology, Inc. ©2006

Onion Mountain©2006





## Impaired Executive Functioning

# Planning, Prioritizing and Organizing

Doing things in order

Memorizing unrelated information

Remembering how to do  
something

Completing long and complicated  
assignments

Knowing which papers to keep

Taking and organizing notes

Knowing what to do first







# Strategies for Planning, Prioritizing and Organizing

- Divide tasks into manageable parts
- Develop regular routines and expectations
- Reinforce completion
- Use video modeling
- Involve student in tracking of progress of each step and task (self-monitoring)
- Plan ahead for long term projects

# Inhibition

Talks out in class

Difficulty following home and  
school rules

Begins task without listening to all  
instructions

Gives a quick answer and then  
changes it

Gives up quickly on tasks

Makes insensitive comments

Difficulty waiting their turn

Talks back and interrupts



## DENNIS THE MENACE



"BY THE TIME I THINK ABOUT WHAT I'M  
GONNA DO...I ALREADY DID IT!"



# Strategies for inhibition:

- S** - Specify the impulsive behavior to address
- E** - Establish when the behavior happens
- L** - List desired behavior
- F** - Find ways students can display desired behavior
- C** - Cue student when behavior is expected,
- O** - Offer a variety of cues to choose from
- N** - Natural consequences
- T** - Try new strategy ahead of time
- R** - Regular practice of the strategy
- O** - Observe how the strategy is working
- L** - Listen to how student felt they did

- Unable to generate multiple answers to
  - questions
- Difficulty understanding multiple perspectives while reading
- Can't figure out that "ough" sounds different in certain words
- Doesn't understand multiple meaning words
  - Struggles with open-ended tasks
  - Difficulty understanding abstract concepts in reading and



# Strategies for Shifting and Flexibility

- Provide choices
- Model perspective-taking in reading
- Teach self-talk skills
- Use Social Stories
- Consider “Theory of Mind”
- Cue students to use coping strategies
- Provide rubrics and templates for open-ended tasks





1st Semester:

GET ALL A's!



Rest of year:

JUST DON'T FAIL!



# Time Awareness

Estimating how much time is left  
Getting work done in the allotted time  
Keeping track of assignments  
Knowing how long something takes  
Moving smoothly from one task to another  
Waiting for anything  
Working on multi-task, long term  
assignments without waiting until the end  
to finish them  
Reading clocks



# Strategies for Time Awareness



Teach activity scheduling

Use a master calendar for household (sports, appointments, holidays, vacations, etc.)

Teach how to use an individual planner:

- At least a Week-At-A-Glance (monthly view good too)

- Add anything pertinent from master calendar

- Add school related dates (tests, assignments due, etc.)

- Work backwards to plan when to start assignments

- Organize projects by category (Colors, stickers, etc.)

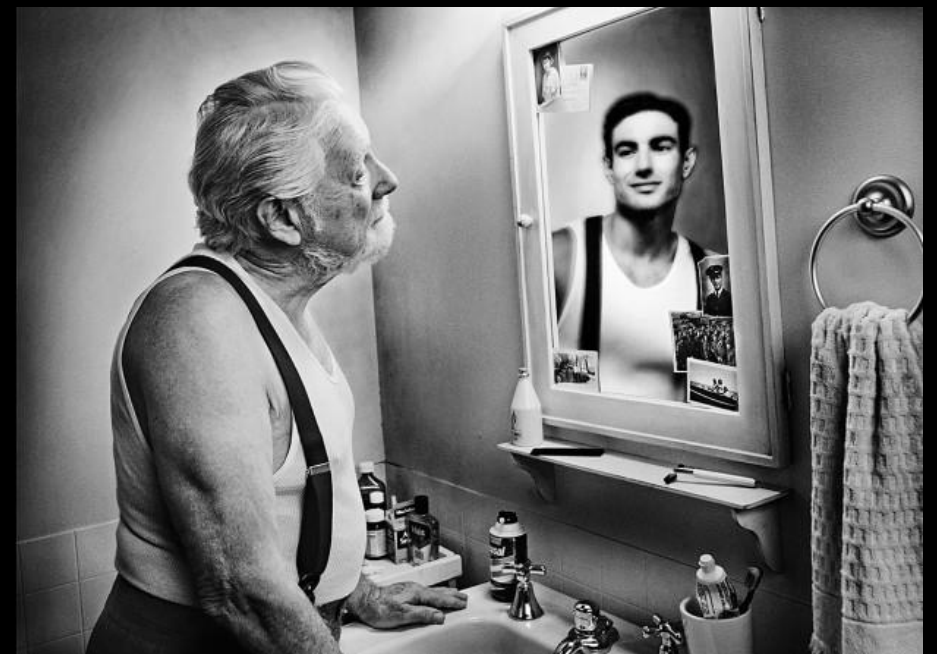
# Self-Monitoring/ Metacognition

Being as neat as other people expect me to be  
Good readers notice when they don't understand something and do something about it

Often don't check their work or notice problems with a chosen solution

Noticing that you're getting nervous or agitated

Unaware of actions or behaviors as compared to the expected



# Strategies for Self Monitoring/ Metacognition

Prompt & monitor frequently

Embed questions in instruction to elicit metacognition

Teach students to ask themselves a set of questions when confronted with problem situations

Teach students to review previously learned information

Provide and teach how to use scoring rubrics

Use a self monitoring checklist







# Working Memory

Unable to remember multi-step directions

Remembers only the last piece of information given

Place keeping difficulties

Problems with activities that combine storage and processing

Difficulty maintaining focus during mentally challenging activities

Academic progress in reading and math is slow

Appear to be inattentive and highly distractible





# Strategies for Working Memory

Use visualization techniques

Teach rehearsal strategies

Simplify tasks

Teach note taking

Reduce memory load  
(scaffolding, routines)

Chunk information into  
meaningful categories

Provide written directions

Provide relatable examples



# Attention

Remembering information when distracted

Finishing a long task without a check-list

Finishing detailed work

Getting a task done without daydreaming

Learning new things while sitting perfectly still  
Listening to long and complex directions

Remembering how to do things without a lot of repetition

Staying on one topic while writing

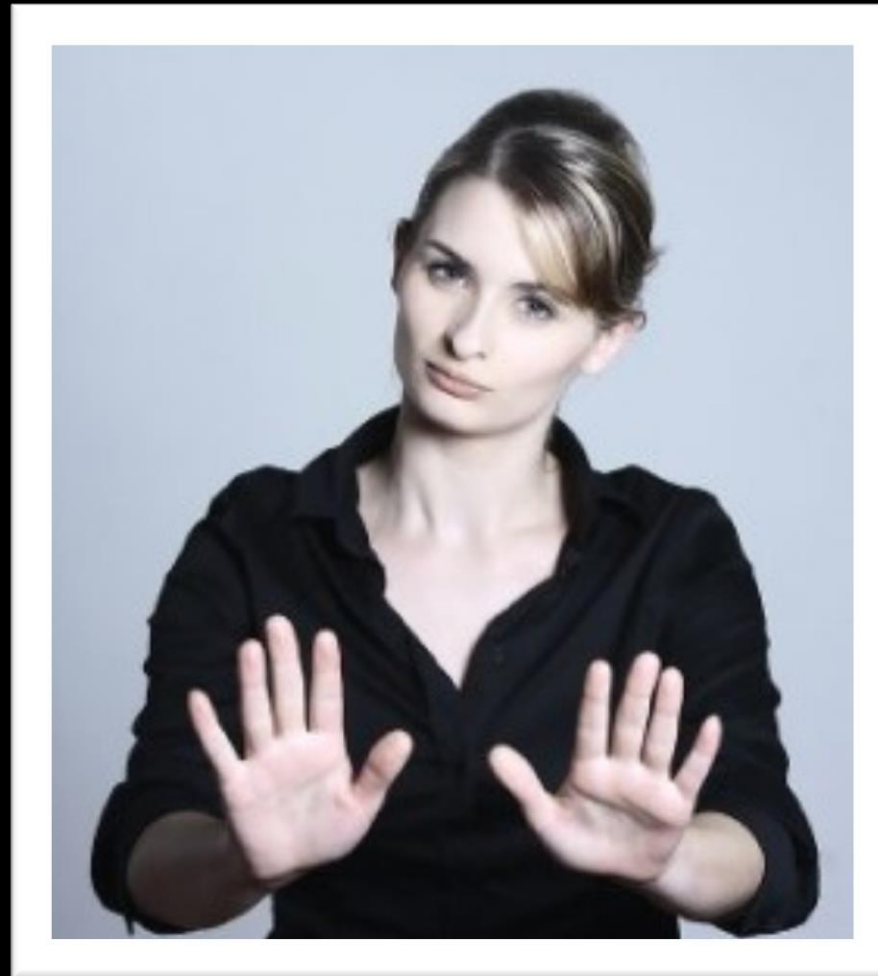


# Attention Organization Strategies

Increase self-monitoring of attention  
Start with desirable activities / provide choices  
Gradually increase amount of time or add in less  
interesting tasks!  
Use multi-media materials to  
engage attention  
Encourage focused attention  
(not multitasking)-adults should  
model this as well  
(turn off TV, computer,  
cell phones, etc.)



# Push-Back?

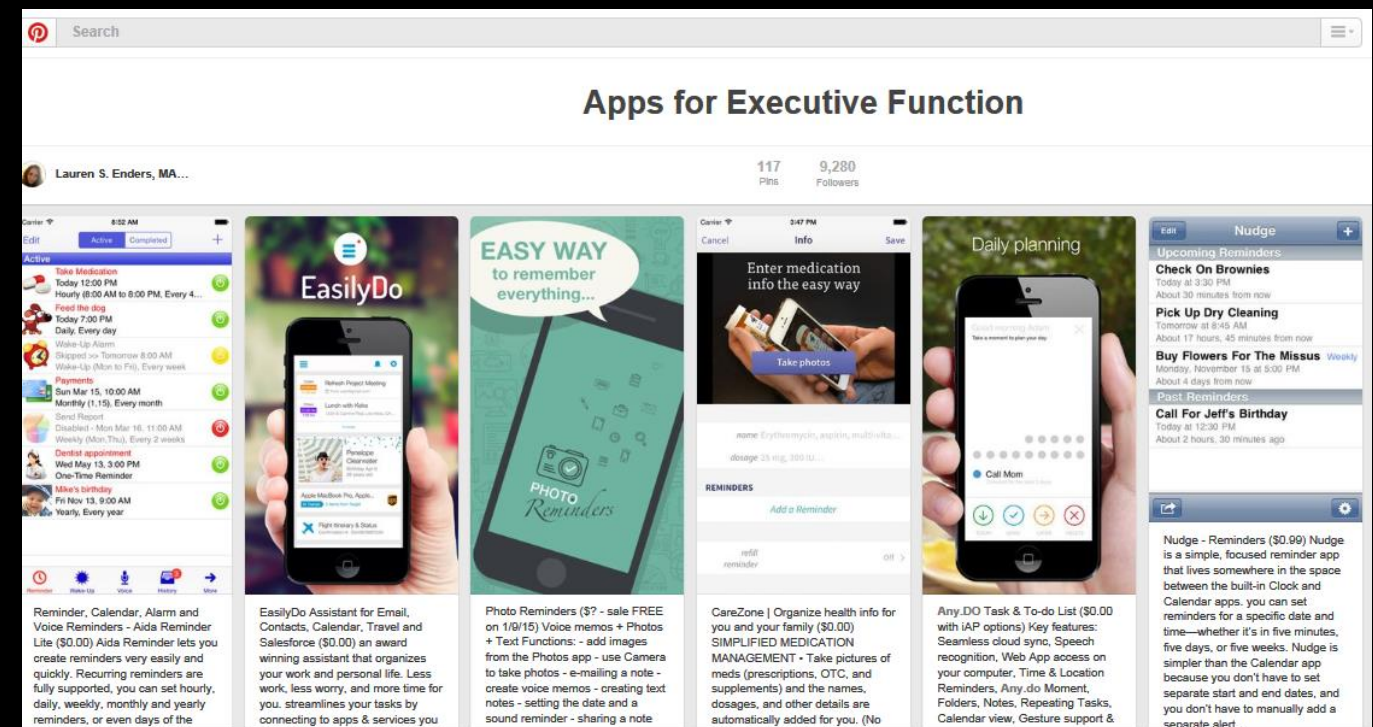






[http://www.mlive.com/news/jackson/index.ssf/2009/11/new\\_chapter\\_in\\_fitness\\_student.html](http://www.mlive.com/news/jackson/index.ssf/2009/11/new_chapter_in_fitness_student.html)

# Tools, Articles and Apps for EF



**CSEA**  
The Center on Secondary Education for Students with Autism Spectrum Disorders

**Table of Contents**

Purpose: .....

Content: .....

Instructions: .....

Subdomain: Organization .....

Subdomain: Problem Solving & Goal Setting .....

Subdomain: Personal Presentation .....

Subdomain: Conversation .....

Subdomain: Other Interpersonal Communication .....

Success Monitoring & Notes (e.g. setting, with whom, examples) .....

Subdomain: Recognizing Emotions .....

Subdomain: Understanding of school/community culture .....

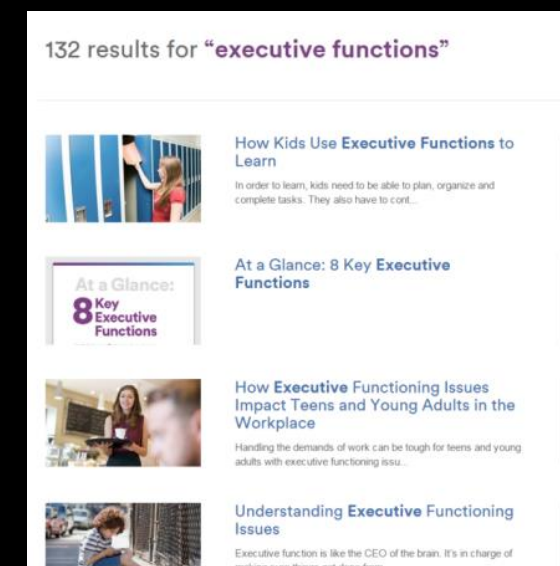
Subdomain: Self-Regulation of Emotion & Behavior .....

Subdomain: Flexibility .....

Subdomain: Self-Monitoring .....

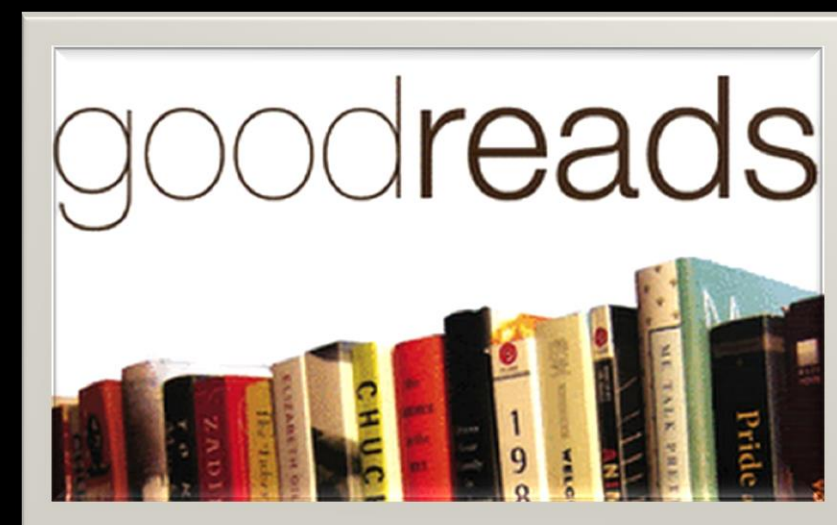
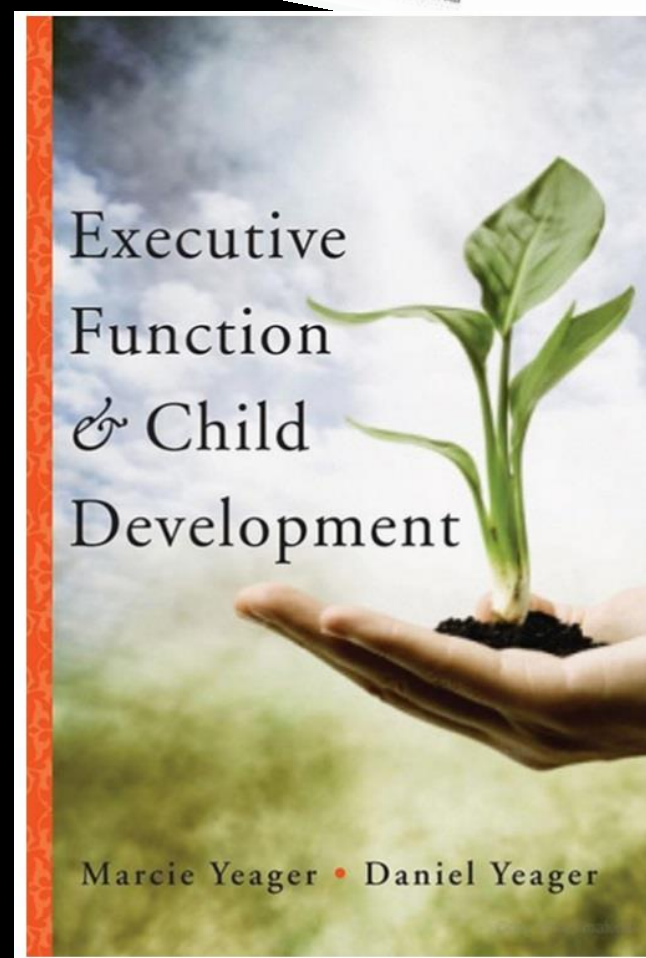
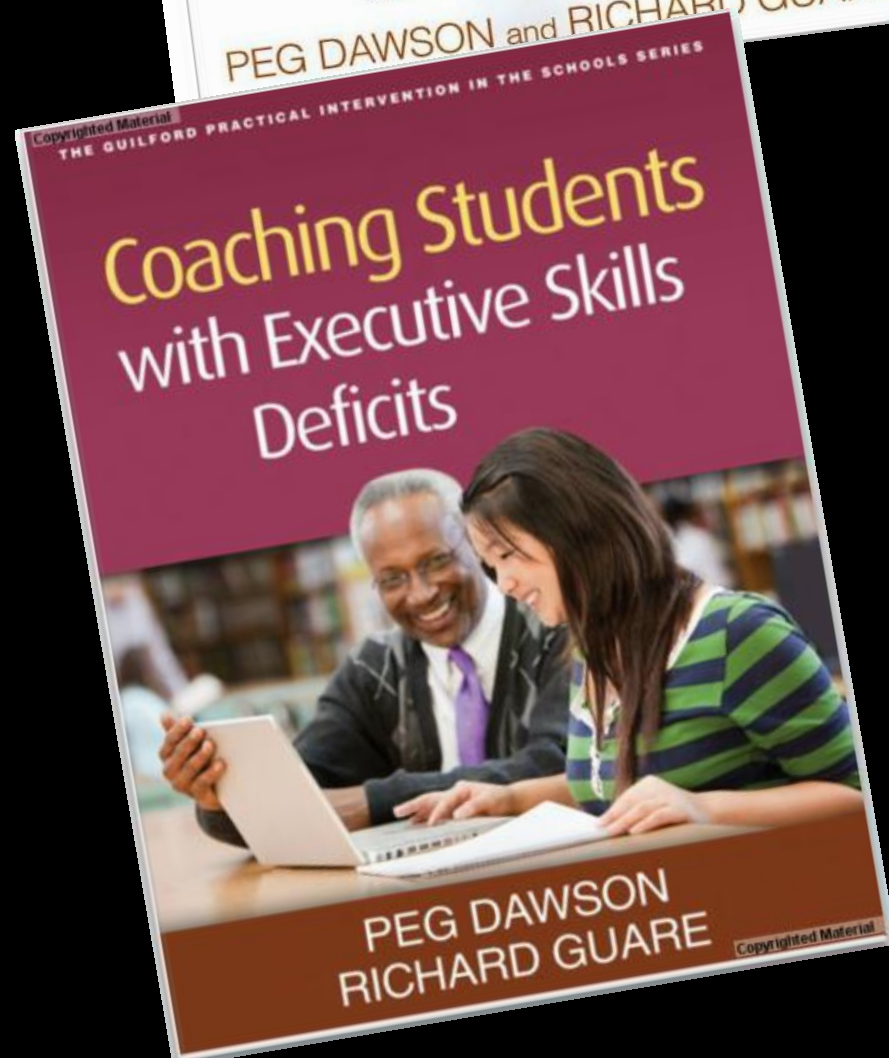
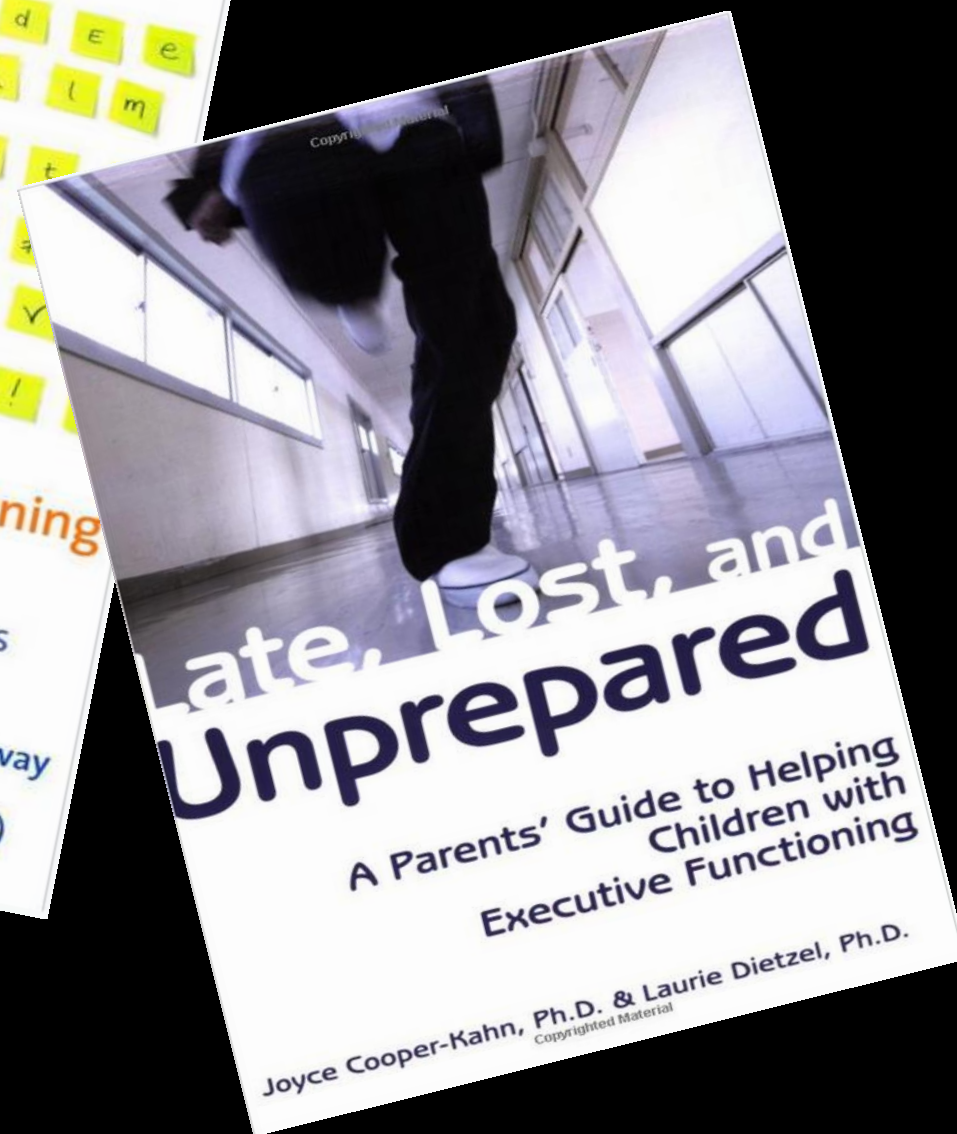
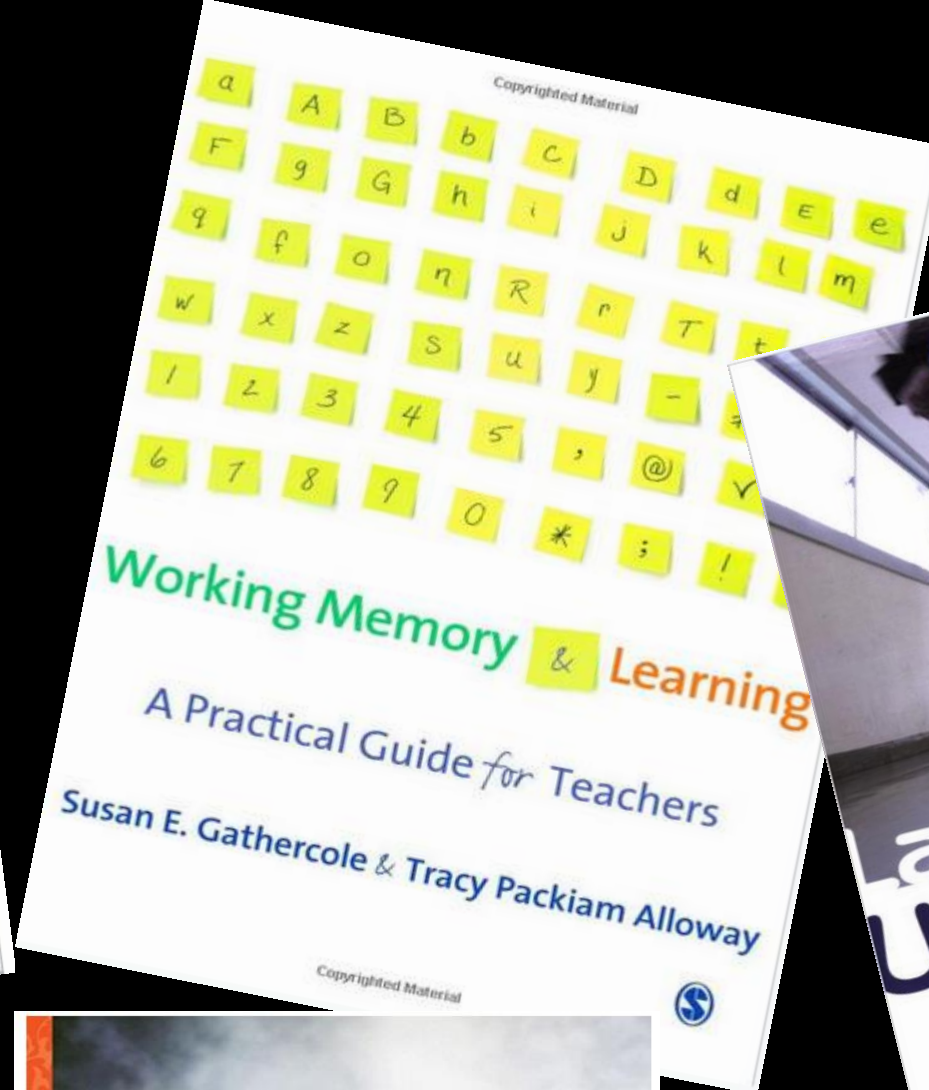
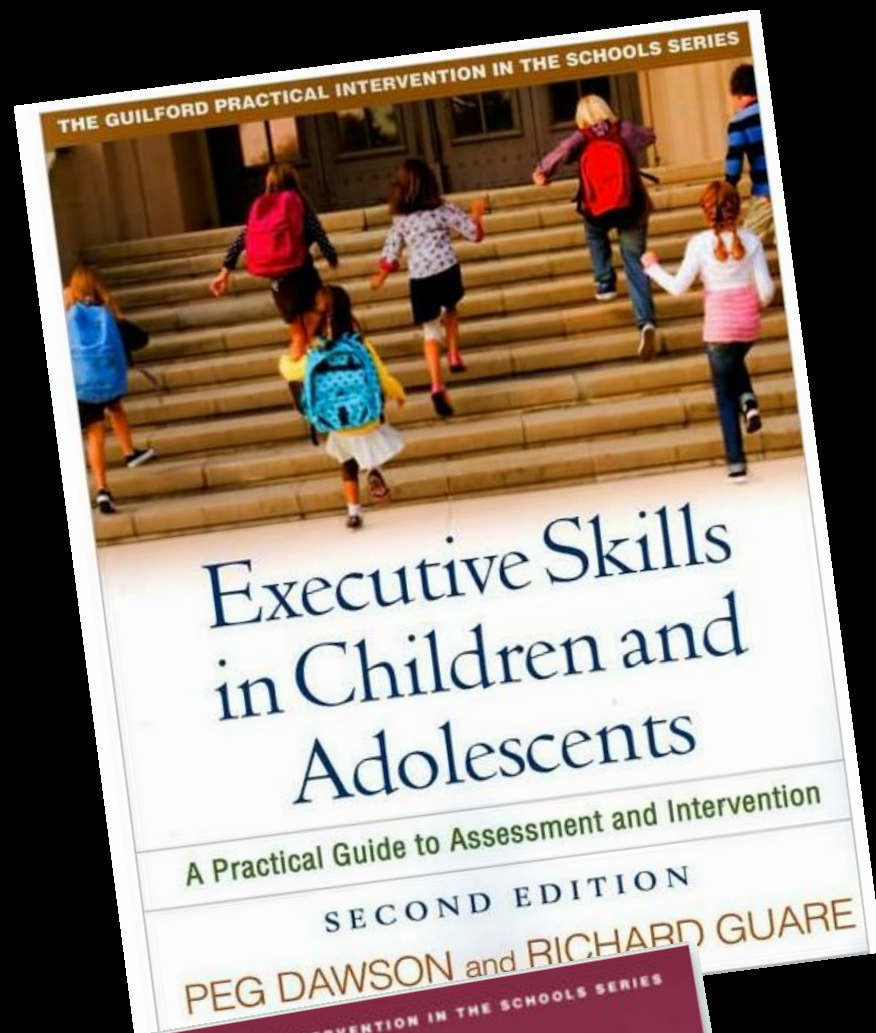
## Secondary School Success Checklist

# Pinterest Apps for EF



[www.understood.org/](http://www.understood.org/)







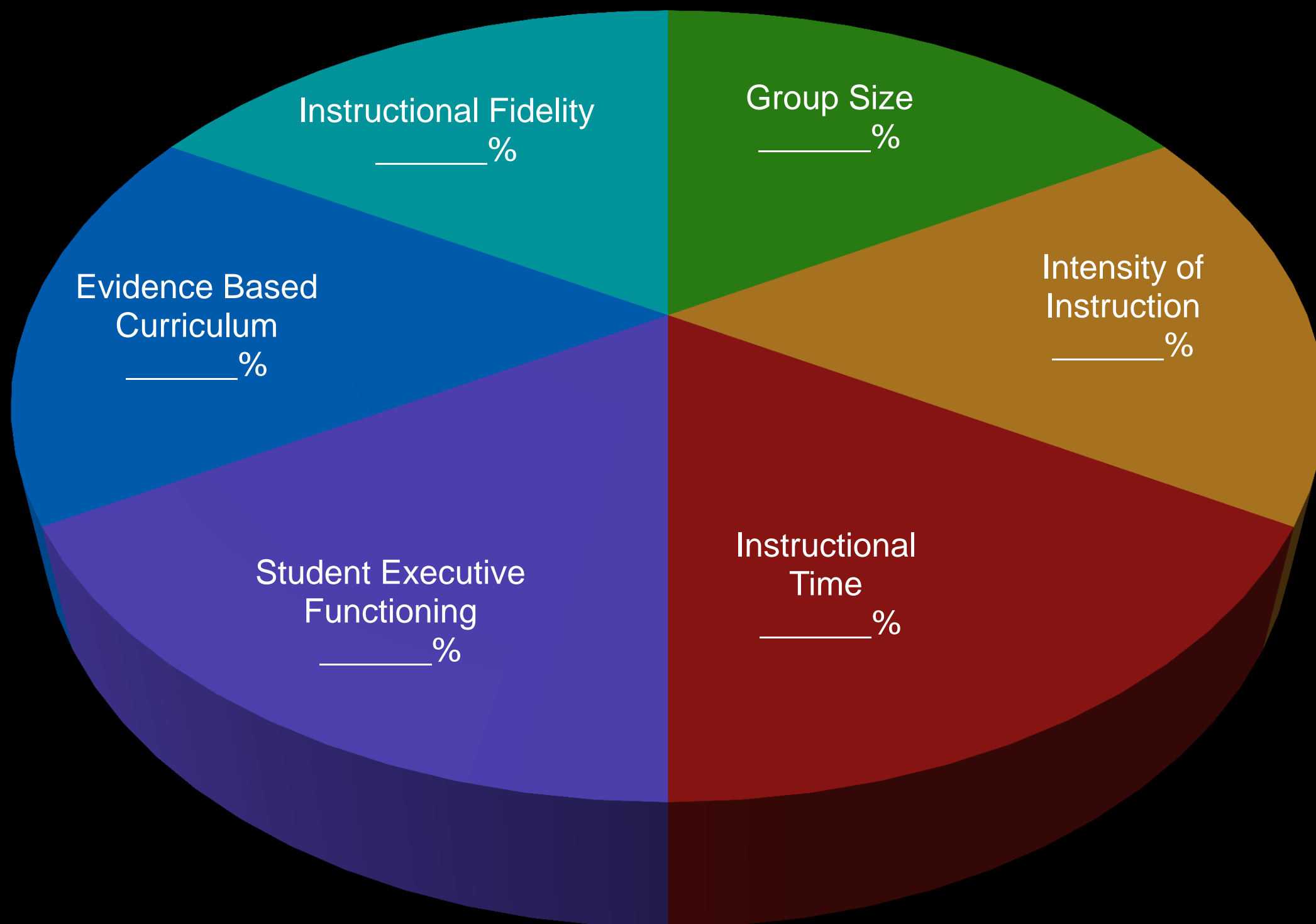
# Explore the Resources



[www.adeatloan.org](http://www.adeatloan.org)



## What Factors May Be Influencing Your Academic Results?



# Results Driven Accountability (RDA)

## A Shift in Focus

*In 2012, the U.S Department of Education announced new steps to help close the achievement gap for students with disabilities by moving away from a one-size-fits-all, compliance-focused approach to a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights.*

**RDA is a shift in focus from just compliance to student outcomes**

- **English Language Arts, Mathematics, Graduation rate, Dropout rate, etc.**

RDA includes:

- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance
- Determinations reflect State performance on results, as well as compliance
- Differentiated monitoring and technical assistance supports improvement in all States, but especially low performing States

### **Resources:**

<http://www.azed.gov/special-education/files/2014/12/special-edition-1.1.pdf>

<http://www2.ed.gov/about/offices/list/osep/rda/index.html>

<http://presencelearning.com/sped-ahead-webinars/alan-coulter-prepare-for-impact/>

# Contact Info

Sandra.Laine@azed.gov	Mary.Keeney@azed.gov	Suzanne.Perry@azed.gov
Exceptional Student Services Professional Learning and Sustainability Program Specialist Language Arts	Exceptional Student Services Special Projects Program Specialist Assistive Technology	Exceptional Student Services Professional Learning and Sustainability Program Specialist Autism and Low Incidence

Ann.gortarez@azed.gov
Exceptional Student Services Special Projects Program Specialist Assistive Technology